



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12641791
SAU: MSAD 72
School: Molly Ockett Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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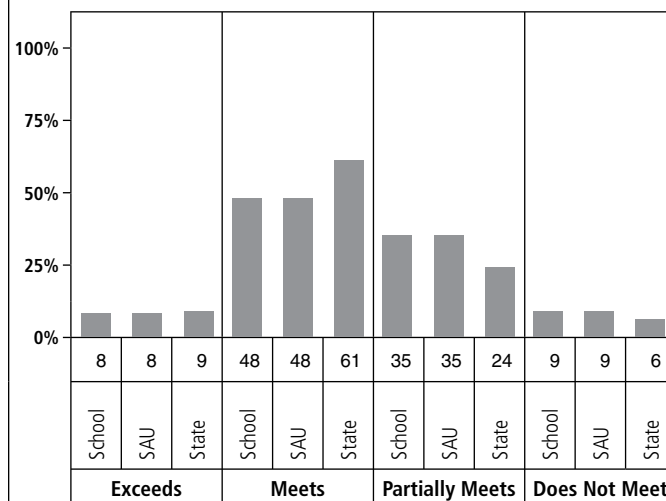
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

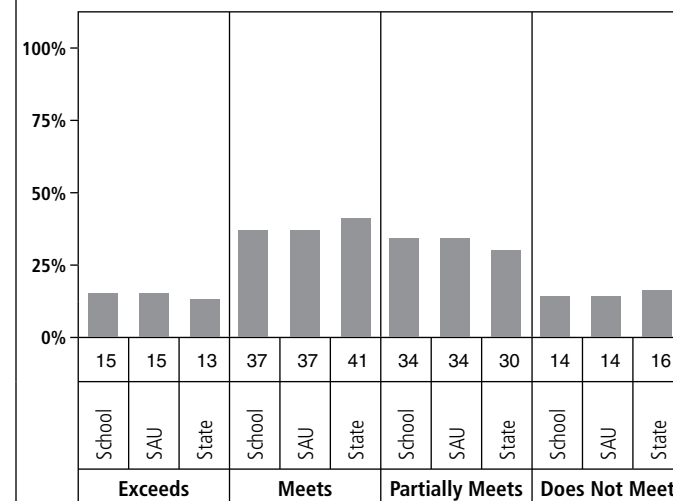
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	646	646	646
2007–2008	641	641	648
2008–2009	645	645	647
Cum. Avg.*	644	644	647
Mathematics			
2006–2007	643	643	643
2007–2008	639	639	642
2008–2009	644	644	643
Cum. Avg.*	642	642	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	82	100	82	100	14251	100	82	100	82	100	14150	99	82	100	82	100	14156	100						
Ethnicity African American/Black	1	1	1	1	421	3	1	100	1	100	412	98	1	100	1	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	1	1	1	1	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	80	98	80	98	13309	93	80	100	80	100	13224	100	80	100	80	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	12	15	12	15	2468	17	12	100	12	100	2423	99	12	100	12	100	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	32	39	32	39	5780	41	32	100	32	100	5724	99	32	100	32	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	78	95	78	95	11369	80	78	95	78	95	11373	80						
Identified disability (PET/IEP)	8	10	8	10	355	3	8	10	8	10	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	4	5	4	5	172	2	4	5	4	5	175	2						
Participation with accommodations	1	1	1	1	2594	18	1	1	1	1	2605	18						
Identified disability (PET/IEP)	1	100	1	100	1881	73	1	100	1	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	3	4	3	4	187	1	3	4	3	4	178	1						
Identified disability (PET/IEP)	3	100	3	100	187	100	3	100	3	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	6	5	6	5	1132	8
	2007-2008	4	4	4	4	1817	13
	2008-2009	6	8	6	8	1309	9
	Cum. Total*	16	5	16	5	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	67	59	66	58	8127	57
	2007-2008	57	52	57	52	8072	57
	2008-2009	38	48	38	48	8564	61
	Cum. Total*	162	53	161	53	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	29	25	29	26	3549	25
	2007-2008	31	28	30	28	3194	23
	2008-2009	28	35	28	35	3291	24
	Cum. Total*	88	29	87	29	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	12	11	12	11	1478	10
	2007-2008	18	16	18	17	981	7
	2008-2009	7	9	7	9	799	6
	Cum. Total*	37	12	37	12	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	31.7	56.6	31.7	56.6	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.1	55.5	11.1	55.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.6	57.2	20.6	57.2	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	6	8	38	48	28	35	7	9	645	79	8	48	35	9	645	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										1						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	77	6	8	36	47	28	36	7	9	644	77	8	47	36	9	644	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	3	33	5	56	632	9	0	11	33	56	632	2236	1	30	48	22	637
No	70	6	9	37	53	25	36	2	3	646	70	9	53	36	3	646	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	79	6	8	38	48	28	35	7	9	645	79	8	48	35	9	645	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	31	1	3	10	32	17	55	3	10	641	31	3	32	55	10	641	5617	4	54	33	9	643
No	48	5	10	28	58	11	23	4	8	647	48	10	58	23	8	647	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	79	6	8	38	48	28	35	7	9	645	79	8	48	35	9	645	13959	9	61	24	6	647
Gender																						
Female	37	4	11	18	49	15	41	0	0	647	37	11	49	41	0	647	6743	13	63	20	4	649
Male	42	2	5	20	48	13	31	7	17	642	42	5	48	31	17	642	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1408	4	41	43	12	641
No	77	6	8	38	49	27	35	6	8	645	77	8	49	35	8	645	12555	10	64	21	5	648
Gifted/talented program																						
Yes	13	5	38	7	54	1	8	0	0	655	13	38	54	8	0	655	636	39	59	2	0	659
No	66	1	2	31	47	27	41	7	11	643	66	2	47	41	11	643	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 72

School: Molly Ockett Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	0										0						6	5	47	32	16	642
B. less than one hour	57	4	9	23	51	15	33	3	7	646	57	9	51	33	7	646	59	9	62	24	5	647
C. one to two hours	39	2	6	13	42	12	39	4	13	643	39	6	42	39	13	643	32	11	64	21	4	648
D. more than two hours	4	0	0	2	67	1	33	0	0	643	4	0	67	33	0	643	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	2	6	26	72	8	22	0	0	649	46	6	72	22	0	649	31	17	66	14	3	651
B. good	45	4	11	11	31	15	43	5	14	642	45	11	31	43	14	642	48	8	64	23	5	647
C. fair	5	0	0	1	25	2	50	1	25	636	5	0	25	50	25	636	18	2	48	40	10	641
D. poor	4	0	0	0	0	2	67	1	33	633	4	0	0	67	33	633	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	43	4	12	17	50	9	26	4	12	645	43	12	50	26	12	645	38	13	65	18	3	650
B. They match some of what I have learned.	46	1	3	18	50	16	44	1	3	645	46	3	50	44	3	645	49	8	63	24	5	647
C. They match just a little of what I have learned.	9	1	14	3	43	1	14	2	29	641	9	14	43	14	29	641	10	5	48	36	11	642
D. There is no match.	3	0	0	0	0	2	100	0	0	637	3	0	0	100	0	637	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	2	20	7	70	1	10	638	13	0	20	70	10	638	16	7	52	30	11	644
B. about the same as my regular schoolwork	58	4	9	24	52	15	33	3	7	646	58	9	52	33	7	646	66	10	64	22	4	648
C. easier than my regular schoolwork	29	2	9	12	52	6	26	3	13	644	29	9	52	26	13	644	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	3	0	0	0	0	2	100	0	0	633	3	0	0	100	0	633	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	47	2	6	15	42	16	44	3	8	643	47	6	42	44	8	643	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	50	4	11	21	55	9	24	4	11	647	50	11	55	24	11	647	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	35	3	11	12	44	9	33	3	11	645	35	11	44	33	11	645	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	56	3	7	24	56	14	33	2	5	646	56	7	56	33	5	646	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	2	29	3	43	2	29	637	9	0	29	43	29	637	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	24	3	16	13	68	2	11	1	5	650	24	16	68	11	5	650	23	15	65	16	4	650
B. 20 minutes to an hour	59	3	7	19	41	19	41	5	11	643	59	7	41	41	11	643	49	10	64	22	4	648
C. less than 20 minutes	9	0	0	6	86	1	14	0	0	647	9	0	86	14	0	647	11	6	58	29	7	645
D. I rarely read at home.	8	0	0	0	0	6	100	0	0	637	8	0	0	100	0	637	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	624	100	0	0	0	100	624						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	13	11	13	12	2092	15
	2007-2008	12	11	12	11	1474	10
	2008-2009	12	15	12	15	1807	13
	Cum. Total*	37	12	37	12	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	50	44	50	44	5731	40
	2007-2008	43	39	43	39	6008	43
	2008-2009	29	37	29	37	5662	41
	Cum. Total*	122	40	122	41	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	32	28	31	27	4175	29
	2007-2008	25	23	24	22	4244	30
	2008-2009	27	34	27	34	4219	30
	Cum. Total*	84	28	82	27	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	19	17	19	17	2308	16
	2007-2008	30	27	30	28	2346	17
	2008-2009	11	14	11	14	2290	16
	Cum. Total*	60	20	60	20	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	31.3	55.9	31.3	55.9	30.6	54.6
A. Number	18	32	10.1	56.1	10.1	56.1	10.3	57.2
B. Data	12	21	6.8	56.7	6.8	56.7	6.6	55.0
C. Geometry	14	25	7.9	56.4	7.9	56.4	7.3	52.1
D. Algebra	12	21	6.5	54.2	6.5	54.2	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 6

SAU: MSAD 72

School: Molly Ockett Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	12	15	29	37	27	34	11	14	644	79	15	37	34	14	644	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										1						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	77	11	14	28	36	27	35	11	14	644	77	14	36	35	14	644	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	4	44	4	44	627	9	0	11	44	44	627	2248	3	18	33	46	629
No	70	12	17	28	40	23	33	7	10	646	70	17	40	33	10	646	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	79	12	15	29	37	27	34	11	14	644	79	15	37	34	14	644	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	31	3	10	6	19	14	45	8	26	637	31	10	19	45	26	637	5620	6	33	37	25	637
No	48	9	19	23	48	13	27	3	6	649	48	19	48	27	6	649	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	79	12	15	29	37	27	34	11	14	644	79	15	37	34	14	644	13974	13	41	30	16	643
Gender																						
Female	37	6	16	12	32	14	38	5	14	645	37	16	32	38	14	645	6738	12	40	32	16	642
Male	42	6	14	17	40	13	31	6	14	643	42	14	40	31	14	643	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1410	3	24	41	32	634
No	77	12	16	29	38	27	35	9	12	645	77	16	38	35	12	645	12568	14	42	29	15	644
Gifted/talented program																						
Yes	13	9	69	4	31	0	0	0	0	665	13	69	31	0	0	665	637	65	32	3	0	665
No	66	3	5	25	38	27	41	11	17	640	66	5	38	41	17	640	13341	10	41	31	17	642

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	7	32	28	32	636
B. less than one hour	57	7	16	17	38	17	38	4	9	645	57	16	38	38	9	645	59	13	41	30	16	643
C. one to two hours	39	4	13	11	35	9	29	7	23	642	39	13	35	29	23	642	32	14	41	31	14	644
D. more than two hours	4	1	33	1	33	1	33	0	0	654	4	33	33	33	0	654	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	5	29	7	41	4	24	1	6	653	22	29	41	24	6	653	30	27	45	18	9	651
B. good	49	7	18	17	45	11	29	3	8	648	49	18	45	29	8	648	46	9	45	31	15	643
C. fair	22	0	0	3	18	9	53	5	29	632	22	0	18	53	29	632	20	2	29	43	26	635
D. poor	8	0	0	1	17	3	50	2	33	629	8	0	17	50	33	629	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	4	15	8	30	11	41	4	15	643	35	15	30	41	15	643	35	18	42	27	13	646
B. They match some of what I have learned.	54	7	17	16	38	16	38	3	7	647	54	17	38	38	7	647	50	11	43	31	15	643
C. They match just a little of what I have learned.	10	1	13	4	50	0	0	3	38	638	10	13	50	0	38	638	13	8	31	36	26	638
D. There is no match.	1	0	0	0	0	0	0	1	100	616	1	0	0	0	100	616	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	17	0	0	3	23	6	46	4	31	635	17	0	23	46	31	635	32	7	40	34	20	640
B. about the same as my regular schoolwork	66	6	12	19	37	20	39	6	12	644	66	12	37	39	12	644	56	13	42	30	15	644
C. easier than my regular schoolwork	17	6	46	6	46	0	0	1	8	656	17	46	46	0	8	656	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	39	4	13	8	27	13	43	5	17	642	39	13	27	43	17	642	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	54	7	17	19	46	10	24	5	12	647	54	17	46	24	12	647	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	7	1	20	1	20	2	40	1	20	638	7	20	20	40	20	638	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	12	0	0	1	11	1	11	7	78	624	12	0	11	11	78	624	6	8	29	29	34	635
B. 30–45 minutes	60	7	15	17	36	19	40	4	9	645	60	15	36	40	9	645	33	10	37	34	19	641
C. 45–60 minutes	23	5	28	8	44	5	28	0	0	652	23	28	44	28	0	652	45	15	44	29	12	645
D. more than 60 minutes	5	0	0	2	50	2	50	0	0	641	5	0	50	50	0	641	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	50	1	50	633	3	0	0	50	50	633	9	14	35	29	22	641
B. two or three days a week	14	5	45	3	27	2	18	1	9	654	14	45	27	18	9	654	26	15	40	30	16	644
C. two or three times each month	27	4	19	5	24	10	48	2	10	645	27	19	24	48	10	645	31	13	43	30	14	644
D. never or almost never	56	3	7	20	45	14	32	7	16	642	56	7	45	32	16	642	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	3	33	0	0	4	44	2	22	645	12	33	0	44	22	645	17	8	35	33	24	639
B. two or three days a week	13	1	10	2	20	7	70	0	0	642	13	10	20	70	0	642	28	13	42	30	15	643
C. two or three times each month	14	2	18	4	36	2	18	3	27	642	14	18	36	18	27	642	31	15	43	30	13	645
D. never or almost never	61	6	13	22	47	13	28	6	13	645	61	13	47	28	13	645	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	620	100	0	0	0	100	620						
C.	0										0											
D.	0										0											

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